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GURU GOBIND SINGH
INDRAPRASTHA UNIVERSITY
NEW DELHI

G20
भारत 2023 INDIA
वसुधैव कुटुम्बकम्
ONE EARTH • ONE FAMILY • ONE FUTURE

ज्योतिर्विनीत तमसो विज्ञानम्

U20
niversity@G20

"As 2023 commences and India assumes G20 Presidency, We at GGS Indraprastha University aim towards an involved, focussed and inclusive communication process between academia and youth and create an enabling environment that contributes effectively towards global march towards realising SDGs"

Hon'able Vice Chancellor, GGSIPU
PadmaShri Prof. Mahesh Verma

EDITOR'S DESK

Director, International Affairs
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The presence of India globally took a historical turn when it assumed the G-20 presidency on the 1st of December 2022. The G20 Countries together represent around 90% of global GDP, 80% of global trade, and two-thirds of the world's population. This unique and immensely significant opportunity harbingers an atmosphere of exuberance that seems to permeate all spheres and operations of the country.

India's presidency strives to construct itself around the ideals of "Hope, Harmony, Peace, and Stability". At Guru Gobind Singh Indraprastha University we are gearing up for this momentous event. This magazine aims to recognize and celebrate the inquisitive and energetic minds of India making enormous contributions to the country and its status in the G20. further, this magazine aims to present an india to the world which possesses global spirit but is rooted in tradition.

The magazine means to ignite well-thought discourse and inform the readers on various contributions being made by their community towards making India's year of the G 20 presidency uniquely productive in numerous ways:-

1. Research and analysis on issues related to the G20 agenda, such as economic growth, trade, and climate change.

2. Engaging with G20 policymakers through events and workshops that bring together G20 policymakers and experts to discuss important issues facilitating the exchange of ideas between academia and policymakers.

3. Providing educational resources such as lectures and course materials, to help increase public understanding of the G20 and its work.

4. Training the next generation of leaders who could be involved in the G20 process through educational initiatives.

5. Advocating for issues that align with the G20 agenda through its outreach.

This issue hosts the primary article by honorable Vice Chancellor Prof Mahesh Verma discussing the G20 presidency of India and what role Indian universities must play to accommodate the same.

Strategies for a Global University

**Hon'able Vice Chancellor, GGSIPU
PadmaShri Prof. Mahesh Verma**

India's presidency of G20 is an opportunity to reinvent, realign and reinvigorate the current global order. Every sector of India is responding with enthusiasm and agility to the possibility of new realities and is working towards creating a future-ready multilateral environment through a novel and robust support system which contributes to the global agenda on pressing issues of international importance.

We at GGS I P University hold the firm belief that universities are the torchbearers of the Internationalization of education, a part of the country's strategy. While having one of the largest education systems globally, India still has a long way to go before being credited with one of the best-ranking education systems. The road is long and tedious but we are moving steadily in the right direction. The identified focal points to achieve this goal are research, stewardship, outreach, and teaching. Accessibility, equity, quality, affordability, and accountability must also be worked on alongside. The New Education Policy (NEP) also works around these fundamentals.

When working towards planning and implementing, we must prioritize the following considerations:

Collaboration

Our world is becoming increasingly connected. Geographical boundaries are being surpassed. In terms of education, synergies with universities internationally must be developed. We cannot continue to work in isolation. We must be open to incorporating new possibilities and suggestions. Joint programs must be developed and the students and faculty should possess fluid access and exposure to the larger academic circle and job market. Governmental bodies and businesses must be included in this collaboration to ensure all stakeholders are heard and represented.A

An integrated educational ecosystem

This refers to the facilitation of collaboration and integration across different subject areas, as well as between students, teachers, and educational institutions. Learning and professional development must be continuous. Opportunities to engage with industry professionals and experts must be accessible. An effective educational ecosystem must be established which is inclusive of all learners, regardless of their background or circumstances. This can be achieved by implementing strategies such as providing accommodation for learners with disabilities, offering language support for English language learners, and ensuring that educational materials and resources are available in a variety of formats. Regular evaluation and checks are imperative to record the effectiveness of the practices and fix the shortcomings to work towards the desired outcome.

Learner Centric Experience

Education policy formulations must take into account the needs, interests, and goals of students and create an environment that is engaging, personalised, and supportive. The most effective educational ecosystems are designed with the learner in mind.

Promote teaching and research

Faculty members must be encouraged to work together on research projects and to collaborate with researchers at other universities. This will help to build a strong research community and can open up more opportunities for students to get involved in research. Professional development opportunities must be offered to faculty members to help them stay up-to-date on new research and teaching methods. Resources for research must be provided. The culture of research and teaching must be promoted through these means. Partnerships with local organisations and businesses can be built to support research and teaching efforts.

Interdisciplinary approach

Academic application involves the bringing together of learnings from various disciplines to address a single topic. Thus the gap between various subjects must be bridged. This enables a holistic learning experience. A multi-disciplinary approach involves teaching a topic from multiple viewpoints or perspectives, each coming from a different discipline. These approaches must be developed and promoted as they encourage critical thinking and problem-solving skills. They further develop transferable skills, such as communication and collaboration, that are valuable in a wide range of fields and industries.

Provision of Skill Courses

India is one of the largest producers of Science, Technology, Engineering, and Mathematics (STEM) graduates, however, their competence and employability require to be up-skilled. Higher education therefore must build expertise that the community will need over the next 20-25 years. Each university must formulate new-generation highly interdisciplinary degree programs. Liberal undergraduate education with an imaginative and flexible curriculum in order to fulfil the needs of the industry and society is necessary. Credit-based Recognition and the flexibility it offers is immensely important. Recognition of prior learning and accumulation of credits over a period of time is imperative as it allows students the ability to plan their educational pursuits.

Exposure to New-Age Technologies

Students need to be exposed to new-age technologies to stay abreast and ahead on the same. Students need to be engaged in critical issues such as 'sustainability' from an early age. To strike balance between Learning and Market-readiness, institutes need to integrate key employment skills, life skills, and entrepreneurial abilities within the curriculum of their courses. To foster experiential learning pedagogy for the holistic development of learners, structural reforms are needed. Engagement of industry experts in curriculum design, implementation as well as continuous assessment and evaluation mechanisms will definitely accelerate the performance of higher education institutions to meet market demands.

Gender Sensitization

The gender gap is closing in as the number of male students globally moved from 17.7 to 75.1 million and the number of female students rose from 10.8 to 77.4 million. Discourse on feminization is limited. NEP-2020 includes gender-related themes and provisions across the teaching-learning curriculum to incorporate a better gender ratio. The government has also implemented various schemes and programs to provide equal opportunities and status to females in the country.

Stewardship of universities

Responsible stewardship is needed to balance academic aspirations with the emerging environmental and financial challenges. The future health and vibrancy of any University rest upon its commitment to plan and manage its vital resources, people, and profit. The faculty, staff, student, and alumni relationships form the core of our educational model and the environment funds our aspirations. We must reimagine and implement innovative approaches to work in harmony with nature. Programs that address the challenges of the current higher education financial model must be developed to academically talented students receive the best resources and opportunities.

Outreach

The Provost's Committee on University Outreach (1993) defined outreach as scholarship that cuts across teaching, research, and service. It involves generating, transmitting, applying, and preserving knowledge for the direct benefit of external audiences. Higher education institutions are responding to society's increasing requirements for accountability. Universities have to emerge from their ivory towers and invest their resources and expertise to address important societal issues. Universities need to take a strategic approach towards outreach and explore a range of approaches for the management and delivery of the same. A strategic approach will help universities deliver more meaningful and impactful outreach. Periodic interventions and longer- term engagement will make more effective use of often limited resources. This will efficiently support, engage and encourage teachers and learners.

Access, Equity, Quality, Affordability, and Accountability

The NEP policy looks to promote lifelong learning opportunities and formalize early childhood care and education while supporting and actively including differently-abled children in basic and specialized education. The focus is also on boosting digital and multi-modal learning, flexible entry and exit pathways for vocational and specialized learning, and integration of theory with the practical skills to allow for a seamless entry into the job market.

The Human Resources Development Ministry of India expanded and scaled access to education material across different modes rapidly over the last few years. (DIKHSA), free accredited online course sharing (SWAYAM) , Virtual labs, e-PostGraduation Pathshala and National Digital Library to name a few. Recognizing the divide between the few who have access to digital devices and have the digital skills to avail of these resources. The government has also made extensive investments in the use of mass broadcasting channels such as television and radio to overcome the digital divide. A few examples are SWAYAM PRABHA, a group of 34 DTH channels, and Radio including Community Radio. To allow for flexibility for students pursuing further education or skill development alongside their careers, the government has encouraged universities to start more online programs. SWAYAM MOOCs courses are one such example that is being mapped with the university curriculum and the required accreditation. This allows us to keep the promise of ensuring we are retaining a population of lifelong learners.

To allow for more industry collaboration EdTech companies and startups have been provided with the necessary guidelines and impetus to develop learning management systems, ERP softwares, assessment platforms, online labs etc. for schools and universities alike. Additionally National Educational Technology Forum (NETF) has been created. This is an autonomous body with the aim to facilitate the exchange of ideas on technology used to improve learning. Additionally, NITI Aayog has partnered with Byju's to provide free access to its tech-driven learning programs to engineering aspirants.

Recognizing that education is not simply memorizing facts but has further implications on the socio-cultural life of the students as well as the teachers, the Education Ministry has come out with an initiative to support the psychosocial needs of the students, teachers, and families, by providing aid for their mental health and emotional wellbeing. This initiative is known as Manodarpan. It allows for a National Helpline to be set up to provide counseling to all.

Although the current progress made is quite positive and inspiring we have to vigilantly observe what works and what are the remaining gaps that must be bridged as we progress forward. As with most things, there shall be additional information and challenges that would present themselves which we would need to learn, adapt and address as we move towards a truly global education and skill integration. However as we try to keep the five principles of the New Education Policy as our guiding light, i.e. access, equity, quality, affordability, and accountability, we are sure to come out the other end with a better world for the population of workers and students who would be better equipped with the tools to meet the challenges presented to them.

Conclusion

The pursuit of knowledge (Jnan), wisdom (Pragyaa), and truth (Satya) was always considered in Indian thought and philosophy as the highest human goal. The aim of education in ancient India was not just the acquisition of knowledge as preparation for life in this world or life beyond schooling, but for the complete realization and liberation of the self. Education is the first step to empowering ourselves and being autonomous. Thus it is the responsibility of the country to work towards making education more accessible for its citizens. The education system must not only focus on the acquisition of knowledge but also on skill enhancement and further holistic development. The NEP 2020 builds itself around these foundations. Indian universities now must take the necessary steps to ensure their operations fall into place in accordance to the NEP. This would ensure a more promising and bright future for our future generations as they would have the right training and resources to navigate their path.

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EVENTS

Report on " Slogan Writing Competition under the theme of Spreading Awareness about Swachhta"

India has assumed the G20 Presidency from December 1, 2022 to November 30, 2023. As part of G20 activities,The Slogan Writing Competition was organized by NSS USICT CELL under the aegis of NSS Cell GGSIPU on 19 December 2022 The Main objective of this event was to Spread the Awareness about Swachhta. This event was organized under the guidance of Program Officer Dr. Priyanka Bhutani and Dr M K Satyarthi. There were a total of 83 participants (NSS volunteers and USS students) and 3 winners who got the prizes from the judges.The Competition was judged by Dr Ruchi Sherawat and Dr. Gaurav Talan and the prize distribution function was presided over by Prof Navin Rajpal, Prof Amit Prakash Singh and Prof Varun Joshi.

Report on " NSS Exposure visit to Border Hindumalkot, Sriganganagar, Rajasthan
International Border Exposure Visit of NSS/NCC students

India has assumed the G20 Presidency from December 1, 2022 to November 30, 2023. As part of G20 activities, a visit to International Border was organized from 22nd to 25th of December 2022 for the students of GGSIP University (Volunteers of NSS & NCC cadets). About 80 students accompanied by NSS Program Officer named Dr. Priyanka Bhutani, Dr. Sayan Chaterjee alongwith NSS staff members and University officials visited Indo-Pak border outpost of "HINDUMALKOT" near Sri Ganganagar Rajasthan. The contingent started from Guru Gobind Singh Indraprastha University on 22nd December . The contingent reached Sri Ganganagar in the evening of the same day and stay in a Local Dharmshala (Chitlangia) at Sri Ganganagar. The next day 23rd December, the contingent moved to the border outpost of 'Hindumalkot' managed by the 125 Battalion of the Border Security Forces (125 BN BSF). At the border outpost, the students had chance to see the valour and achievements of the Border Security Forces through a museum as well as a video lecture on the working strategy of the forces. The students were led to the observation point from where they could see the barbed where fences as well as the International border beyond the neighboring country of Pakistan and their border outpost was visible. The area also had the old railway station of 'Hindumalkot' which had a rich heritage of inter country business and Indian partition. Students were made aware of various activities and protocols maintained at the border outpost at Hindumalkot as well as other BSF managed International borders. The students were also shown various arms (like Pistol, Motor, etc) that are being used by the Border Security Forces and the functioning of Border Security Forces during their maintenance of International border. The students were also praised of trained dogs which are part of Border Security Force is and how they train to be a part of maintaining the International border with our neighboring countries. The day ended with the discussions on how agriculture and livelihood near the border areas and how farmers and common citizens are supported by the Border Security Forces.

Report on " NSS Exposure visit to Border Hindumalkot, Sriganganagar, Rajasthan
International Border Exposure Visit of NSS/NCC students

On 24th December, 2022 the next day, the students visited another site of Border outpost called Q-head where they were taken to observe the nearest India Pakistan border outpost. This Indo-Pak Border post was very near just 50 feet distance (a canal) only and closest border that the neighbouring country outpost was visible through normal eye. This border visits also in facile on various technology and techniques used in maintaining International borders and Border Security at either end of the International border. This border outpost also house trained dogs to accompany the border security forces personal during their duty. The students after visiting both sites of Indo-Pak borders outpost maintained by Border Security Forces where enriched with the lifestyle duties responsibilities of armed forces maintaining Our International borders. The students were also apprilled of life and livelihood of common man near the international borders.

On 25th December, 2022, all contingent return back and reached Delhi in the evening at GGSIP University Main Dwarka, Campus with awesome memories and happily & safely reached their homes with smiley faces.

Report on "RENGBUE THE CULTURAL FIESTA"Competition under G20 activities

Celebrating India's presidency of G20 DSW organized Rengbue 2022-23 which is celebration of India's rich culture in all its forms, hues, and layers.

India's vibrant cultural tapestry is a perfect reflection of the country's unity in diversity' ethos, where different art forms merge seamlessly together like a rainbow, while retaining their unique identity. An amalgamation of seven elements balance, contrast, emphasis, movement, pattern, rhythm and variety India's art forms not only tell a story that is centuries old, but more relevant than ever in modern times.

IUAES WAC 2023 will showcase these artforms, and the artists, who are preserving traditions that reflect their unique social and cultural identities, expressions, ideas and pattern of their daily lives.

Workshop on Madhubani art form, being held from 26th December to 30th December by national awardee artists, who have been practicing Madhubani art since ages in their families.

Report on "One Earth,One Family,One Future" Competition under G20 activities

Guru Gobind Singh Indraprastha University (GGSIPU), established by Govt. of NCT of Delhi (India) organized a Competition amongst the International Students hailing from G20 countries and 09 invited countries on the theme "One Earth, One Family, One Future". The students were asked to write a Poem, Draw a Picture, Click a Photo or any other form of expression to express the theme of the Competition. The competition was organized on December 26, 2022 in the University Campus and 25 International students participated in the competition. The competition was a great success and the four best entries were presented to the Hon'ble Vice Chancellor of the University, Padma Shri, Prof. (Dr.) Mahesh Verma.

The student from Russia Ms. Gulnara Hristova who is pursuing B.Sc. (Yoga) programme in this University shared her experience of living in India and how Yoga has changed her life forever. She emphasized that how Yoga has helped her to increase concentration and energize. Now, she even takes Yoga lessons for people living in her neighborhood in India.

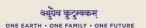# Report on "One Earth,One Family,One Future" Competition under G20 activities

The student from Indonesia Ms. Rakanita Arifah shared her experience that her stint in India has given new perspective on life. She says she loves Indian dresses so much that on every special occasion she prefers to wear Saree now. She shared that she can correlate lot of cultural beliefs and even rituals of both the countries. Ms. Rakanita shared that in Indonesia she found some home remedies of Ayurveda which attracted her to learn more about the science and motivated her to join this Bachelors Course in Ayurveda (BAMS). She finds it so amazing that how local herbs can even be used in treatment of various problems.

Mr. Anant Monga from Australia emphasized visiting historical places in India gives him an insight to the culture of India and especially visiting to the Golden Temple, Amritsar gave him divine feeling. It connected him back to his parental country.

Mr. Chinmoy Debnath from Bangladesh was very excited visiting various sites in India and even created a roadmap of how India will look in 2122, hundred years ahead. He even envisioned India to be the leader of the United World. He shared that he was always fascinated with the art of homeopathy medicine which goes deep down in the history of an individual and found this wonderful opportunity of joining BHMS course at GGSIP University. He is very happy with the knowledge he is getting about this science here.

Report on "One Earth, One Family, One Future" Competition under G20 activities

On this occasion, Prof. Vijita Singh Aggarwal, Director (International Affairs) and Nodal Officer, G-20 activities of the University addressed the participating students about the mission of G-20. She also apprised students about the deep rooted belief of oneness mentioned in Indian scriptures like Bhagwat Gita, which forms the basic belief system of Indian Culture. The event was very successful and it was enjoyed by all the International Students.

QUIZ OF THE MONTH

Q.1
What is the Inspiration behind the vibrant colours of G20 Logo?

Q.2
What is the Theme of India's G20 Presidency?

Q.3
How long is the Amritkal for India which will start with India taking over the Presidency of G20?

Q.4
"Vasudhaiva Kutumbakam" or "One Earth · One Family · One Future" is drawn from which Upanishad?
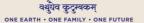
Q.5
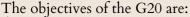**In which script is "Bharat" written below the G20 logo?**

TRIVIA

The Group of Twenty - G20 Introduction The Group of Twenty, or G20, is the premier forum for international cooperation on the most important aspects of the international economic and financial agenda.

It brings together the world's major advanced and emerging economies. The G20 comprises Argentina,Australia, Brazil, Canada, China, EU, France, Germany, India, Indonesia, Italy, Japan, Mexico, Russia, Saudi Arabia, South Africa, South Korea, Turkey, UK and USA.

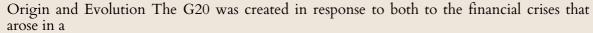The G20 Countries together represent around 90% of global GDP, 80% of global trade, and two thirds of the world's population.

The objectives of the G20 are:
a) Policy coordination between its members in order to achieve global economic stability, sustainable growth;
b) To promote financial regulations that reduce risks and prevent future financial crises; and
c) To create a new international financial architecture.

Origin and Evolution The G20 was created in response to both to the financial crises that arose in a
number of emerging economies in the 1990s and to a growing recognition that some of these countries were not adequately represented in global economic discussion and governance.

In December 1999, the Finance Ministers and Central Bank Governors of advanced and emerging
countries of systemic importance met for the first time in Berlin, Germany, for an informal dialogue on key issues for global economic stability. Since then, Finance Ministers and Central Bank Governors have met annually.

India hosted a meeting of G20 finance ministers and central bank governors in 2002. G20 was raised to the Summit level in 2008 to address the global financial and economic crisis of 2008.

Organisational Structure of G20 The G-20 operates without a permanent secretariat or staff. The chair rotates annually among the members and is selected from a different regional grouping of countries.

The chair is part of a revolving three-member management group of past, present and future chairs
referred to as the Troika.

Source
https://www.g20.org/en/